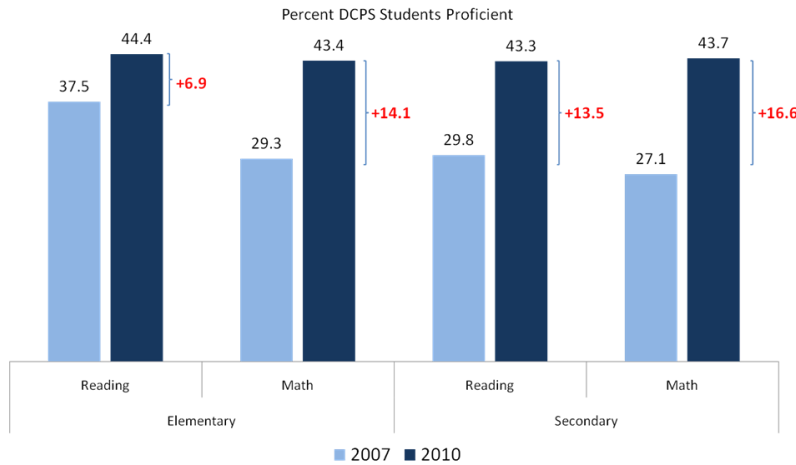


# DCPS On The Move: Three-year Growth and Trends

**Today, DCPS students are reaching higher levels of proficiency in both reading and math in both elementary and secondary schools.**



## Gains across subgroups

Virtually every subgroup is performing higher in 2010 than in 2007. Many groups have experienced double-digit growth in proficiency levels since 2007. African American students and low income students at the secondary level have both increased by double-digits in both reading and math since 2007.

## More students are achieving advanced levels and fewer students are at below basic

Across DCPS, more students are achieving at proficient and advanced levels when compared to 2007. This is crucial for system-wide reform, as student achievement cannot be dramatically improved when many students score at basic and below basic levels.

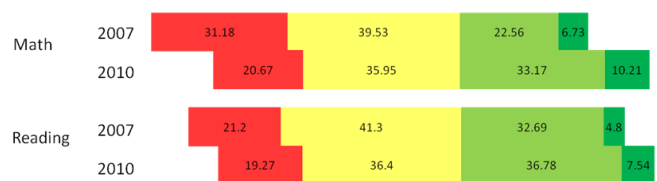
**Each year, secondary students have improved, demonstrating significant growth.**

### Significant Progress at the Secondary Level

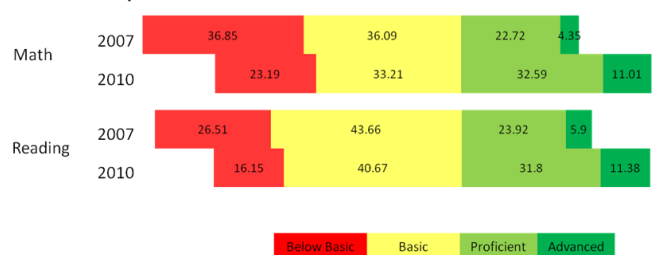
The 2010 CAS results demonstrate significant growth at the secondary level. Each year, secondary students have improved, as shown in the graph to the right. Secondary students have improved an average of 4.5% in reading and 5.6% in math each year.

*DCPS students are outpacing the country in math growth on the national assessment, moving forward as the rest of the country remains static.*

### DCPS Elementary Student Performance



### DCPS Secondary Student Performance

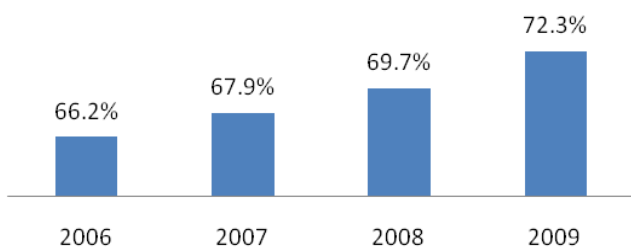


Below Basic Basic Proficient Advanced

**More students are graduating than in prior years. More students completed the first step to pursue higher education, enter the workforce, and have more options in life.**

## Graduation Rates

2005-06 to 2008-09



Every improvement in DCPS contributes to higher graduation rates, but several specific measures have helped more of our secondary students reach the finish line. These include:

- Improved credit recovery programs that allow students to earn credits in the evening and in the summer.
- Better record-keeping, providing counselors the accurate information they need to schedule students for the courses they need to graduate.
- Centralized support for master scheduling to ensure that courses students need are available.

***Students need a safe and comfortable environment to focus on learning. DCPS is focused on system-wide facility upgrades.***

- Invested **\$500 million** in construction and improvement.
- Completely modernized **23 schools** and completed the first phase of modernization in four schools.
- Installed **400 new boilers**.
- Brought **6,300 new school-based computers** online for all teachers and school staff.
- Installed **2,500 window air conditioners**.
- Installed **new playgrounds** and/or fields at **14 schools**.
- Upgraded health suites in 50 schools.

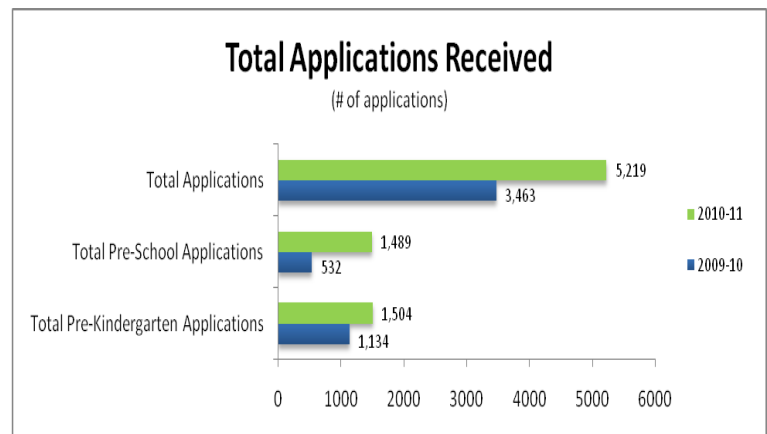


***After decades of steep decline, enrollment has stabilized. With their actions, DC parents are demonstrating increased confidence in the school system.***

DCPS has turned the tide on enrollment loss. With academic upgrades inside the classroom –ranging from Catalyst Schools to dual-language and Reggio Emilia, combined with modernized facilities – the school system has much more to offer in 2010 than it did three years ago.

***Fourteen schools had waitlists for the first time.***

This year every eligible DC public school attracted applicants for the annual K-12 Out-of-Boundary, preschool and pre-Kindergarten (pre-K) lotteries. The overall number of applicants increased by 50 percent from 2009, with a record high of 5,219 families expressing interest in DCPS programs located in all eight wards.



***DCPS has taken clear and measurable steps to ensure that a highly effective teacher is leading every classroom.***



Coupled with the recently ratified Washington Teachers' Union contract, IMPACT has positioned DCPS—for the first-time in recent history—to provide teachers with an unprecedented level of recognition, supports and compensation, while enabling the school system to set high standards and institute better accountability. IMPACT is the culmination of research on evaluation best practices, and it is informed by extensive guidance from more than 500 teachers and other school-based staff. Principals and master educators, who are subject and grade-level experts, observe and assess teacher practice, and offer targeted and relevant feedback. Through IMPACT, DCPS seeks to create an environment in which all school-based personnel have a clear understanding of what defines excellence in their work are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

*DCPS aims to be the highest performing urban school district in the nation, and to once and for all close the achievement gap that separates low-income students and students of color from their higher-income and white peers.*

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